ED 307: Practicum I  Secondary History/Social Studies Teaching

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Seminar: Thursdays 4-6m, Room SEB 2334
Practicum: Thursday & Friday 7am-12pm

There are three principal means of acquiring knowledge... observation, reflection, and experimentation. Observation collects facts; reflection combines them; experimentation verifies the result of that combination.

Denis Diderot (1713-1784)

I. Course Description

In this seminar we will collaborate to uncover particular practices and contexts of teaching. I will ask you to observe not just what teachers teach (content) but what purposes shape their lessons and how student, school, and community contexts might impact those purposes. We will engage in activities, discussions, and assignments that will strengthen our observation and reflection skills in order to build a foundation for our future teaching. By reflecting deeply on what we see in our practicum classrooms (and what we do in our seminar), we will refine and perhaps re-define our own ideas about what constitutes “good teaching” in our profession and, more specifically, in the context of social studies.

Practicum I is the first in a series of three field experiences. In this first practicum we will repeatedly probe the following aspects of teacher practice that are also relevant to your coursework in ED 392 and ED 402:

1. **Problem-Framing and Purpose-Setting in Lessons**: How do you as a teacher frame a lesson around problems in your discipline? How do you decide on and convey to students the purpose of your lessons? How do you make these problems and purposes relevant to and engaging for your students?

2. **Teacher’s Selection and Use of Text**: How do you as a teacher decide which texts to use and how to use them?

3. **Student Production of Text**: What types of texts do you ask students to produce and for what purposes? (For example, essays, written tests, evaluations, written questions for the teacher, drawings, conceptual maps, etc.) What are your standards for evaluating texts? How do you engage students in knowledge-producing discussion?

4. **Probing and Using Student Knowledge**: What is “knowledge?” How do you find out what students know? How do you use that information to scaffold their learning?

5. **Concept Formation and Its Use**: What are key concepts in your discipline? How do you convey these concepts to your students in relevant and engaging ways? What kinds of texts might be useful in this process?

All five aspects of teaching practice are interrelated: one problem builds on or informs others. For example, what you learn about what students know (#4) should provide a “feedback loop” for telling you how well students understood a past lesson, but it should also influence the purposes you set for your subsequent lessons (#1), how you select text (#2), and what concepts your students might be struggling with or have already mastered (#5).
II. Learning Objectives of the Course

1. Develop skills for observing, describing, and analyzing classroom practice.
2. Articulate, refine, and, perhaps, revise your ideas about what constitutes “good teaching” through your experiences in the field.
3. Define and practice “professionalism” and begin to take on the role of a professional teacher.
4. Gain strategies for improving student engagement and adapting to diverse learning needs.
5. Learn to identify and explain connections across your coursework (ED 392 and 402) and your field experience.

III. Terminology

Specialized terms are a part of any profession. Below are some of the most basic terms you will need to know this semester. We will also be collaborating online on CTools to build a common lexicon of terms and concepts that are specific to teaching and/or to social studies.

1. Your “Field Site,” “Field Work,” “Practicum Site” or simply “Practicum”
Most weeks between January 16 and April 18, you will spend 6-8 hours at your field site. Your Attending Teacher (AT) may expect you to participate in a variety of teaching activities such as working with groups of students or individuals, co-planning or planning a lesson, assessing student work, or developing learning materials. While ATs vary as to the amount of active participation they expect from you, we encourage you to take the initiative in seeking out opportunities to engage in classroom activities. Actively engaging with your classroom will help make your experience rewarding and help you fulfill the requirements for this course and ED 392 and ED 402. You must teach two lessons at your practicum site during the semester (more on this later).

2. “Practicum Seminar” or “ED307” Class
The Practicum 1 seminar gives you a forum in which to pose questions, work through concerns, share observations, and develop your ideas with colleagues and myself. Seminar time, however, is structured and requires that you complete all assignments on time so that you can contribute fully to discussions.

3. “AT”: Attending Teacher
This is your mentor teacher, the teacher you will collaborate with at your practicum site. Attending teachers have the responsibility to interfere when they see instances of “teaching malpractice” and guiding you in a more meaningful way.

4. “FI”: Field Instructor
This is me.

5. “TI”: Teaching Intern
This is you! As a teaching intern, you are expected to have hands-on approach in the classroom and be engaging with students and lessons in an active manner.
IV. Responsibilities in ED 307

A. Course Assignments
The assignments for this course are designed to foster critical reflection – a key component in any teacher’s growth. They are also structured to help you recognize and develop connections between observations you make at your practicum site and in your teacher education courses (ED 402 and ED 392). Deadlines for the following assignments are below and in the course calendar at the end of the syllabus. I will provide you with more detailed descriptions of the assignments as deadlines approach. You must submit all assignments on CTools before the relevant deadline.

CTools Course Website: For the continuity of the class, many of our discussions and assignments will be done on CTools. You are responsible for checking CTools and submitting on time assignments to CTools.

1. Letter of Introduction
   - Draft 1: January 10
   - Revised Letter: Sent to ATs by email on January 13

An important factor in your participation with your field placement classroom is your relationship with students, their parents and your AT. Therefore, at the beginning of the course you will create an introductory letter to share.

2. School Study (Group Work)
   - Final: Submitted onto CTools by January 28

The purpose of this assignment is to consider how the larger context of the school and its community influence what happens in the classroom.

3. “Progressive” Teaching Philosophy
   - Draft 1 and 2: Submitted onto CTools by January 21 and April 3
   - Final: Submitted with portfolio

At the beginning of the semester, you will write a 1-2 page statement on your teaching philosophy. I will ask you to revise this statement at the end of the course in light of your field placement experiences and your coursework in ED 392 and 402. These statements serve as both working drafts for your teaching portfolio as well as documentation of your changing or constant perspectives on teaching practice. The “progressive” nature of the submissions allow you to begin to think about how your SOE program is, (as Dr. Bain puts it), “supporting, extending and/or challenging” your conceptions of teaching.

4. Records of Practice
   - Records of Practice checks on February 4, March 11, and as needed. Records of practice will be submitted through CTools.

You will be responsible for taking field notes each week during your classroom observations and typing these notes up as soon as possible afterwards into Records of Practice for your final portfolio. We will discuss the format and what you should include in your Records of Practice during seminar sessions. You should bring your journal/binder to every seminar meeting and be prepared to share your observations with your classmates and me. Each week the syllabus indicates an aspect of teaching to focus on when observing or working at your field site. We will also spend time in class to prepare questions that will promote discussion between you and your AT. In addition, you should write comments/questions in your notes as you observe and be prepared to discuss these with your AT should the opportunity arise.
5. Video Share
   - Round 1: on February 13; Round 2: on March 27, Round 3: on April 17

To help us practice deep reflection and self-critique, each group will prepare a 2-5 minute segment of video focusing on one teaching aspect/problem that you are open to sharing with the class for discussion.

6. Reflections on Lesson Rehearsals
   - Rehearsal #1: February 6; Reflection #1: Due February 11
   - Rehearsal #2: March 13; Reflection #2: Due March 18
   - Rehearsal #3: April 10; Reflection #1: Due April 15

One aspect of seminar is that it is a safe environment to try out teaching practices before enacting these practices in the field. One way to practice your skills as a teacher is to rehearse your teaching in front of your peers. After each rehearsal, you will write a 1-2 page reflection on what you learned about yourself as a teacher, what you think you did well, and what you think you would do differently next time.

6. Online Discussions and CTools Activities
   - Submitted periodically through CTools as needed

These assignments will give us the opportunity to extend discussions outside of class and stay in touch as a group. Guidelines for these assignments will be posted periodically on CTools.

7. Teaching Portfolio
   - Final: Due April 18

To begin developing a teaching portfolio that will document your growth as a teacher, you will compile and organize in a professional manner the following documents:

   - Cover Letter
     - Briefly introduce self to future employer, provide overview of contents, what you learned from each assignment and how each has helped in your journey towards becoming a teacher
   - Teaching Philosophy Statement (Revised)
   - Records of Practice (Typed)
   - Reflections your Lesson Rehearsals
   - Evaluations
     - Self-Appraisal (Located in CTools)
     - Placement Appraisal (Located in CTools)

B. Grading and Course Expectations

You will receive a pass or fail grade for this course. Your grade will be based on your performance and attendance in both the field placement and our discussion seminar.

Even one late or missing assignment or unexcused absence from practicum or class will jeopardize your ability to pass this course. A passing grade in Practicum 1 is required in order to continue in the Teacher Education Program. You will be evaluated according to the following criteria:

1. Completion of 5-6 hours per week of field experience in a responsible and professional manner
   As a member of the University of Michigan community, your work in the Michigan schools reflects not only yourself but also the University as a whole. In order to maintain good relations with our partner schools, we require that you always act in a professional and responsible manner when working with teachers, school staff,
and students. You are expected to uphold a weekly schedule with your ATs and be consistently punctual. You are primarily responsible for your schedule. If you must miss a class due to illness, you must call your placement school, your AT, and me prior to missing class. If an emergency forces you to miss class at the last moment, you must contact me as soon as possible to explain the situation. You will be responsible for arranging with your AT a time when you can make up missed hours. You will keep a log of your practicum hours and activities, which must be signed weekly by your AT.

2. Attendance at 307 seminar meetings is mandatory
To receive a passing grade you must attend all seminar meetings. If you need to miss a class due to a serious illness, you must notify me prior to missing class by phone or email. If there is an emergency that does not allow you to contact me prior to missing class, you must contact me as soon as possible. If you need to miss class because you are officially representing the university in a university-sponsored event or because of a religious holiday, you must notify me of your expected absences before January 16. You must provide documentation for all absences, for example, a note from your doctor or coach. More than three excused absences may lead to failure in the class (even one unexcused absence can lead to a failing grade).

3. Engagement in seminar
“Engagement” refers to the quality and relevance of your contributions to seminar inside and outside of the classroom. Examples of engagement include: listening and responding effectively and respectfully to others’ comments (online or in classroom discussions); volunteering informed insights and thoughtful, relevant questions; and offering summaries of relevant events or incidents from your practicum site.

4. Completion of teacher education program assessments
All teacher education candidates in the secondary education program are required to take a series of assessments. These are not graded, but are intended to inform the instruction you receive as well as to document your growth as a professional throughout your two years in the teacher education program.

Successful completion and timely submission of all course assignments are required to pass this course. Practicum I is required to progress in the Teacher Education Program.

No late assignments will be accepted, except in emergency situations.

C. My Responsibilities as the Field Instructor

In addition to facilitating discussions during our seminars and online at our CTools website, I will also observe you at your field sites approximately 3 times during the semester. I will set up a preliminary meeting with your ATs to discuss the program’s expectations and goals for the practicum experience. You and your Rounds Group (A, B, or C) are responsible to meet with your ATs at the start of each rotation to clarify what the AT expects of you and what you hope to gain from the practicum experience: you should approach this “Getting Started Meeting” as members of a professional community, that is a meeting between novice teachers (you) and a master teacher (the AT), not as a meeting between college students and teachers.

My goals as your field instructor are to:
- Help you make connections between your coursework and practicum experiences that will inform your future teaching.
- Help you develop a fruitful working relationship with your ATs.
- Facilitate a community of learning in our seminar.
- Guide you in your role as classroom ethnographers.
In order for me to achieve these goals and responsibilities, it is important that you feel free to communicate with me any professional concerns or problems that arise related to your practicum experience. I am open to meet with you outside of seminar times and encourage you to contact me by email to set up such appointments.

V. Practicum Information (Subject to Revision)

Contact Information

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Myung-Won</td>
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<td>Thomas</td>
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<td>Waynick</td>
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Round Focus

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<th>Student Study</th>
<th>Text Study</th>
<th>Lesson Plan</th>
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<tr>
<td>Amelia Gernand</td>
<td>402 Assignment</td>
<td>Selecting and using texts</td>
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<td>Cody High School</td>
<td>and Focus</td>
<td>Teacher use of text and student interaction with text</td>
<td>Planning for the use of texts to promote learning as part of a larger lesson</td>
</tr>
<tr>
<td><a href="mailto:amelia.gernand@detroitk12.org">amelia.gernand@detroitk12.org</a></td>
<td>Learning about students as individuals and literate persons.</td>
<td>Assessment of writing.</td>
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<tr>
<td>18445 Cathedral Street</td>
<td>Using what we know about students to think about instruction.</td>
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<tr>
<td>Detroit MI, 48228</td>
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<tr>
<td>Rod Franchi</td>
<td>25345 Taft Road</td>
<td>Teacher use of text and student interaction with text</td>
<td>Planning for the use of texts to promote learning as part of a larger lesson</td>
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<tr>
<td>Novi High School</td>
<td>Novi MI, 4837</td>
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<td><a href="mailto:rfranchi@novi.k12.mi.us">rfranchi@novi.k12.mi.us</a></td>
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<tr>
<td>Mickey McGuire</td>
<td>7425 Willis Rd</td>
<td>Assessment of writing.</td>
<td>Planning for instruction,</td>
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<tr>
<td>Lincoln High School</td>
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<td>Planning for the use of texts to promote learning as part of a larger lesson</td>
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<td><a href="mailto:mmcguire@lincolnk12.org">mmcguire@lincolnk12.org</a></td>
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<td>Ypsilanti Twp, MI 48197</td>
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VI. Notes

A. Accommodations
Should you require any adjustments from the requirements of this course as a result of religious observation, disability, or any other special need, please discuss this with me during the first two weeks of the semester so that I can make appropriate provisions for you.

B. Class Culture
Given the context of this course, we will often discuss sensitive matters (such as race, class, gender, religion, personal preferences, politics, and ideas about teaching philosophies). We also will be discussing specific teachers and students from the schools. Because it is essential to our learning together, everyone in the class must feel safe to express him or herself and to ask questions of others. For these reasons, it is important that we honor certain principles of discourse.

- Honor the confidentiality of the group. Use only first names when discussing students and teachers from your field experience.

- Develop active listening skills. Understand that at this stage of your teacher preparation development it is more important that you reflect and question what you see and hear rather than draw conclusions or judge what others are saying.

- Probe and question as a means of gaining a fuller measure of understanding. Use this seminar as an opportunity to learn from your classmates’ experiences as well as your own. This first field experience should serve as a chance for you to recognize that there are a variety of approaches and perspectives that make up “good practices.”

- Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Understand that we come to this seminar from a variety of backgrounds, and our views may sometimes seem to be in conflict with one another. Navigating this discomfort is what leads to deeper understanding and awareness and helps us to engage thoughtfully in the professional discourse of our field.

- Invite fellow students who are not participating into the conversation. Ask them what they think and take a genuine interest in their answers.

C. Carpooling
You are responsible for transportation to your practicum site and for arriving punctually. I recommend carpooling with your group when possible to save gas money, and because it can make the ride more pleasant. As a general rule, riders are responsible for paying the gas expenses, not the driver.

Remember: When you carpool, the driver is taking on burdens besides gas expenses. The driver is often the first out the door in the early morning to pick riders up and to brush snow/ice from the car. She/He is putting wear and tear on her/his car. Finally, the driver takes on the stress of driving, often in rush-hour traffic, while riders can relax. Please be considerate of your drivers and pay, without being asked, after each ride. Do not wait until the end of the term to settle gas money expenses.

Estimated Mileage and Gas Costs:
To give you a yardstick for reimbursing your drivers, the university reimburses its drivers at the rate of 55 cents per mile.

The roundtrip from Ann Arbor to Detroit will be approximately:
85 miles = $47

And the roundtrip from Ann Arbor to Novi will be approximately:
48 miles = $26

Ultimately, it is up to you as professionals to decide how you will handle your transportation.
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<th>Class Date</th>
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| Jan 9      | **Building Class Community:** Introductions                          | 1. Introductions  
|            | Background on Community and Practicum Site                            | a. Logistics of the course  
<p>|            | Professional Context                                                  | b. Review syllabus                                                                                       | <strong>DUE Jan 10:</strong> Draft of Letter of Introduction |                                                      |
|            | <strong>Teaching Practice:</strong> Greeting Students                               | 2. Sites: What are the contexts of our teaching sites? Why do these contexts matter to teaching?     | <strong>DUE Jan 13:</strong> Letters of Introduction emailed to your first AT                     |                                                      |
|            | <strong>Jan 16</strong>                                                                                                              | 3. Background to Course                                                                                |                                                      |                                                      |
|            | <strong>Records of Practice:</strong> How and Why? Different perspectives, same site?                                               | 1. Introduction to taking notes like an ethnographer                                                 | <strong>Due January 16:</strong> Review Syllabus and prepare any questions for FI                 | <strong>Getting Started Meetings</strong>                       |
|            | <strong>School/ Class Culture</strong>                                              | 2. What makes a “good teacher?” What can we learn from model teachers we’ve had?                    |                                                      | Learn sign-in policy at the schools, where your classroom is for this rotation, meet with administrator. |
|            | <strong>Teaching Practice:</strong> Writing on Board                                | 3. What does it mean to be a “professional” in teaching?                                              |                                                      | <strong>As a group:</strong> Learn policies on discipline, dress codes (for teachers and students), absences, etc. and school calendar. |
|            | The Practice of Observation                                            |                                                                                                   |                                                      | <strong>Records of Practice:</strong> Describe the community, school and hallway settings at your practicum site. |
| Jan 23     | <strong>Literacy and learning</strong>                                              | 1. How do I learn about students’ literacy abilities?                                               | <strong>DUE January 21:</strong> Draft #1 of Teaching Philosophy                                   | <strong>Records of Practice:</strong> Describe the classroom setting and culture at your practicum site. Describe evidence of how the teacher encourages literacy practices. |
|            | Obtaining detailed literacy information about particular students     | 2. What can I do with the information gathered about my students’ literacy abilities?                |                                                      | How is my AT eliciting and using student interests/background in her/his teaching?   |
|            | <strong>Teaching Practice:</strong> developing a CARI                               |                                                                                                   |                                                      |                                                      |</p>
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| Jan 30     | Classroom Management: Rules and Routines | 1. What is the relevance of “culture” in school settings?  
2. How do I balance authority and caring in my classroom?  
3. What are the rules and routines in my practicum classroom? How did the AT establish them? How does s/he enforce them? | DUE January 28: School Study | Records of Practice: How do teachers uphold rules and routines in their classrooms and in the school in general (i.e. cafeteria, hallways, etc.)? |
| Feb 6      | Lesson Rehearsal #1  
Student Production of Text  
Teacher Practice: Evaluating student writing | 1. When, in what forms, and why might students in secondary social studies produce texts?  
2. How and why do I create a rubric, checklist, or other form of evaluation? | Due February 4: Records of Practice Check #1 | Records of Practice: Identify a high- and low-performing student at your site. How do you know s/he is high- or low-performing?  
Describe 2 interactions between your AT and the low-performing student.  
Describe 2 interactions between your AT and the high-performing student. |
| Feb 13     | Teacher Text Selection  
Teaching Practice: Round 1 Video Share | 1. How and why do we use video as a means of reflection and critique?  
2. How do teachers select text?  
3. What uses and forms of text have you witnessed in your field sites?  
4. When is text selection effective and how do you know? | Due February 11: Rehearsal #1 Reflection Due | Records of Practice: Describe the texts your AT selected and how s/he used them in two lessons. Describe student reactions and engagement with the texts. |
<p>| Date   | Foci                                           | Problems to be Taken Up in Seminar                                                                 | Due by this Seminar                                                                 | Fieldwork Tasks                                                                 |
|--------|-----------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Feb 20 | Grand Rounds                                  |                                                                                                   |                                                                                      | Records of Practice: Record 3 examples of how your AT probes for student understanding. How does/should the teacher use this knowledge to adjust his/her teaching? |
| Feb 27 | Reflective and responsive teaching            | 1. How can I develop a reflective and responsive teaching practice?                                 | Due by February 25: First Lexicon Entries, Key Terms related to Social Studies/History on CTools | Records of Practice: What kinds of evidence do I have the students are, or are not, engaged in class? |
|        |                                               | 2. Student Engagement: What is it and how do I know? How does it relate to prior knowledge, learning styles, etc.? |                                                                                      |                                                                              |
| Mar 13 | Lesson Planning: Problem-Framing              | 1. What are the critical aspects of planning a lesson?                                              | Due March 11: Records of Practice Check                                              | Records of Practice: Identify and describe two examples from your AT’s practice of “purpose setting.” How does s/he set up a problem for a lesson or a puzzle? Does s/he use an intellectual problem? If so, please describe. |
|        | Purpose-Setting                               | 2. What considerations should I have of the student, text, and context while planning a lesson?     |                                                                                      |                                                                              |
|        | Text Selection                                 |                                                                                                   |                                                                                      |                                                                              |
|        | Teaching Practice: Lesson Rehearsal #2        |                                                                                                   |                                                                                      |                                                                              |
| Mar 20 | Grand Rounds                                  |                                                                                                   | Due March 18: Rehearsal #2 Reflection due                                              | Records of Practice: Does your teacher utilize technology in the classroom? If so, how? |
|        |                                               |                                                                                                   |                                                                                      |                                                                              |
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| Mar 27     | Concept Formation  
Teaching Practice:  
Finding Concepts in the Standards | 1. What are the major concepts of social studies/history?  
2. What concepts do students need to understand to engage with social studies texts? Why?  
3. What are effective strategies for helping students understand those concepts? | Due by March 25:  
Second Lexicon Entries, Key Terms related to Social Studies/History on CTools | Records of Practice: Record how your AT explains a concept to the class or to an individual student. |
| Apr 3      | The Writing Process  
Teaching Practice:  
Classroom Transitions Round 3 Video Share | 1. Meet with Practicum II Students (Tentative)  
2. Peer feedback on teaching philosophies | Due April 3:  
Teaching philosophy draft #2 for peer review | Records of Practice: Describe the types of assessments you have observed at your practicum site. |
| Apr 10     | Standards, policy, and teaching  
Teaching Practice:  
Lesson Rehearsal #3 | 1. What is the impact of NCLB and state standards on the discipline? What are the implications for my teaching?  
2. Review key concepts from this semester (ED 392, 402 and 307) |  | Records of Practice:  
Question for AT: Ask your AT about the challenges and benefits of state and national standards to her/his teaching practice. |
| Apr 17     | Revisit Teaching Philosophy  
What high leverage practices did you learn about this term?  
Teaching Practice:  
Video share #3 | 1. How has your teaching philosophy and your ideas about high leverage practices evolved over the course of the semester?  
2. Practicum II: your goals; what you think FI should know to scaffold your development as a teacher. | Due April 15:  
Rehearsal #3 Reflection  
Due April 18:  
Teaching Portfolio |  |